**K Math Lesson –Unit 1 Task 1 Lesson 3**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Teacher:** | | | **Grade: K** | | | **Date(s)**: Lesson 3 / Task 1 |
| **Unit Title: Unit 1: Counting Numbers 0-30** | | | | **Corresponding Unit Task: Students should be able to rote count to 25.** | | |
| **Essential Question(s): What does the number represent? Why do we use numerals?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher: E beam, Projector, Dice from E beam CD** | | **Student :**  **3 dice** | | | **Count** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:KCC.2** | | | | | |
| **I Can Statement(s):I can identify numbers 1-12.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Teacher will play dvd using projector: Dr. Jean number Macarena-students will do the Macarena of numbers 1-100. | | | | | |
| **Teacher Directed:** Teacher will review numbers 1-10 with the students using number cards. Then teacher will then present 2 dice using projector and e-beam Tell students that today they will be working with numbers up to 12. Use a number line or 100’s chart to show the numbers 1-12. Ask students to look around the room and identify items that make up 12 i.e. crayons. The teacher will use the ebeam pen to roll die. Students will guess what the number is by counting the dice from the screen. . Teacher will then ask different students to come up and roll the dice by using the ebeam pen. The student who rolls the dice will call on other students to guess the number. | | | | | |
| **Guided Practice:** Students will work with a partner with 2 dice. They will take turns rolling the dice, counting the number and then telling the number that is shown. | | | | | |
| **Independent Practice:**  Math Stations: #1-ebeam interactive game-numbers 1-20. #2-Computer-Destination. #3-Roll the die and identify numbers 1-12 #4-number puzzles 1-10 #5 Math reading center.#6 practice making numbers will jell bags 1-10. | | | | | |
| **Closing/Summarizing Strategy:** Discuss with students what numbers they made with the dice.Review numbers 1-12. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Use numbers higher than 30 as a target number.  Instead of telling the number on the dice they will write the number.  Have students to practice writing their numbers to 30. | | | Use a lower target number.  Use cubes instead of dice to help identify numbers. | | | Model the task as many times as needed for the students.  Use one dice have them roll and show that many pictures i.e. 3-they will draw three circles. |
| **Assessment(s):** Teacher will work with math groups during math station time. She will work with the same concept of rolling dice and counting numbers. The teacher will make sure students can tell the numeral on the dice that the students roll. | | | | | | |
| **Teacher Reflection:** (Next steps?)  Do students know there numbers 1-18?  Can students identify 18 objects in the room?  How will I prepare my students for the Scavenger Hunt?  Are they ready to complete Task 1? | | | | | | |